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ABSTRACT

A two-part project was conducted in Indiana to enable school counselors and university counselor educators to become better informed about vocational education as it relates to comprehensive career guidance programing. One part involved a year-long staff development program for counselors from feeder schools for area vocational schools and culminated in a 2-week hands-on work experience in a business or industry. Fourteen counselors from each of two vocational districts took part regularly in the staff development program. During this phase a model for inservice programing was developed. The other part involved counselor educators and their graduate students in two intensive workshops which focused on experience in vocational classes and on activities for new directions in the counselor education program. Both components utilized similar content and experiences and provided for participant evaluation. Interface between the counselors and counselor educators was arranged throughout the year. Project outcomes focused on the need for professional counselors to resolve conflicts centering on pragmatic concerns and idealistic notions, commenting that the professional counselor needs to resolve ambiguities and become an effective human being as a model for the services that are being offered for the good of others. Appended are an inservice professional development model for school counselors and other material related to the project. (LMS)

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Introduction

The expansion of programs in vocational education in school districts throughout the State of Indiana provides greater opportunity for students to gain relevant training for entering the world of work. The need for developing more effective career guidance and counseling programming parallels this expansion of opportunity for students. The need for professionally qualified school counselors knowledgable about vocational education and the comprehensive career guidance process is extremely critical.

Strong national support given to career education and current federal legislation dealing with guidance and counseling provide new emphases which must be developed. Guidance programming must respond to the career development needs of the person and also account for the environmental influences that affect occupational outlook. Leadership and implementation for career guidance must come from school counselors in their professional training and on-the-job as well as from counselor educators from universities.

Knowledge, skills and competencies needed by counseling professionals must be upgraded and renewed. Particularly lacking are the concepts of vocational and technical education and the variety of work opportunities which do not require a college degree. Counselors and counselor educators should perceive vocational and technical education in a more realistic, integrated and comprehensive manner. In fact, they need to be effective leaders for this integration.

Several criticisms of shortcomings in school counselors and other guidance professionals are often cited. The National Manpower Institute's book, The Boundless Resource: A Prospectus for an Education-Work Policy, authored by Willard Wirtz, concluded that, because all counselors have academic degrees, their credentialing practices should be seriously questioned. The report recommends that persons with other than academic experience should be included in the counseling corps. Often counselors are accused of being "too darned middle class" to be able to relate to young people from other socio-economic levels. The Sixth Report of the National Advisory Council on Vocational Education, "Counseling and Guidance: A Call for Change," stated that counselors emphasize the college admissions process with more competence than the guidance of students toward vocational education. The report also indicated that counselors know very little about the world of work outside formal education. Criticisms include as well sex bias charges and too little work experience on their own. Whether or not the facts warrant the situation, the criticisms are real and very influential.

This project provided an opportunity for both school counselors and counselor educators to become better informed about vocational education as it relates to comprehensive career guidance programming. One part involved a year-long staff development program for counselors from feeder schools for area vocational schools and culminated in a two-week hands-on work experience in a business or industry work station. The other part involved counselor educators and their graduate students in intensive workshops which focused on experience in vocational classes and on activities for new directions in the counselor education program. Both utilized in-service programming with similar content and experiences. Particular components were geared to meet specific needs of these groups also. Interface between these two groups was arranged throughout the year.

Professional Development Program for School Counselors

Information describing the project was distributed to superintendents of Indiana schools. Six applications for consideration were received in the State Department of Public Instruction. These were reviewed and two vocational districts were selected by state department personnel. One of these was Indianapolis Public Schools (IPS) and the other was the Four County Area Vocational Cooperative (4Co) serving school corporations in DeKalb, LaGrange, Noble and Steuben counties. Each district submitted in their proposal to be considered the required administrative commitment to release school counselors from the feeder high schools for the twelve in-service days.

In-Service Professional Development Model. A model in-service professional development program for these two divergent groups was designed and implemented throughout the year. It was designed to assist counselors to develop a comprehensive career guidance program in cooperation and collaboration with educational personnel, students, parents and community interests. The model incorporates both content and process components that correlate and connect in phases across the several sessions. The matrix below demonstrates this simultaneous functioning:

IN-SERVICE PROFESSIONAL DEVELOPMENT MODEL

Process Components	Content Components
1. Participation Development and Self-Awareness	1. Definition of Terms and Objectives
2. Self-Awareness and Levels of Competency	2. Needs Determination
3. Structuring	3. Priorities Determination
...Examples of Topics, Activities and Resource Persons...	
4. Evaluating	4. Evaluation

The in-service model is explicated in more detail in the appendix. Coupled with the "Career Guidance Competencies," also in the appendix, this model was developed in conjunction with the sessions and stands as a result of the total project.

Participants. A similar number of school counselors from 4Co and IPS, although the number was smaller than the budgeted number of 40. Fourteen from each district took part regularly. In addition central staff personnel, administrators and some teachers took part incidentally throughout the year. These numbers were six, ten and twelve, respectively. Attendance was relatively consistent for a majority of the participants, although three-five in each location were somewhat erratic in their participation. A copy of the schedule in the appendix shows eight meetings were held with each district and four quarterly sessions involving both districts were conducted. Fewer Indianapolis school counselors came to these quarterly sessions than did 4Co personnel, even though three of these meetings were held in Indianapolis. The January session was held at Upper Wabash Career Center, an area vocational school; the IPS contingent did not appear because of bad road conditions. The February quarterly session was held in conjunction with Indiana Personnel and Guidance Association. The May session met on Thursday of the week-long Counselor Education Workshop. And the final quarterly session was scheduled in conjunction with the state conference of the Indiana Vocational Association in Indianapolis. Consistently the 4Co group showed up and participated well in these sessions; IPS sent fewer than six to these sessions even though the commitment had been affirmed and expenses were covered. This seems to be an overall observation about participation, acceptance and investment in the total project of the two groups of counselors.

Objectives. The model for in-service development for school counselors incorporated these objectives:

1. Provide in-service training for school counselors so that they will become more knowledgable about vocational education as it relates to comprehensive career guidance programming.
2. Demonstrate knowledge, techniques and competencies needed to organize and implement K-12 career guidance and counseling program.
3. Develop cooperatively, organize and implement K-12 career guidance and counseling model program in feeder schools and area vocational school.
4. Describe the purposes and scope of vocational and technical education and the responses of students to these.
5. Perceive vocational and technical education in a more realistic fashion.

6. Realign values to provide offerings to satisfy needs of students.
7. Develop and utilize community resources of occupational opportunities.
8. Participate in skill training program in selected vocational areas and demonstrate proficiency by satisfactory work performance.
9. Provide opportunities for interface with counselor educators in professional meetings and quarterly sessions.
10. Provide opportunity for graduate-level credit for school counselors.

Besides the content that was specified in these objectives, the in-service sessions focused upon the process needs of the group to develop the openness and eagerness that is necessary to be able to define commitment and investment. Initial activities spoke to existing needs, determining priorities and planning the year's program. During the late winter-early spring sessions the content for the sessions was diverse and specific. Resource personnel developed their topics according to the choices that the group had defined. Consensus agreement for these choices established that the following topics needed attention during the project:

Choice awareness
Decision-making
Vocational/technical opportunities
Group procedures
Implementation means
Needs Assessment
Peer Counseling
Assertive training
Communicating results
Consultation with community resources
Determining program priorities
Life style development
Career Planning
Public relations
Staff development

These topic choices were listed in order of the preferences of both the 4Co and IPS groups.

As the sessions progressed, the emphasis for the "hands-on" work experience became more important. Plans were readied and work stations sought with the assistance of vocational coordinators. Some counselors were willing and able to seek their own work setting. The experience of surveying the job field, choosing among the possibilities and entering the work activity for a two-week period incorporated for the counselor what this can be like for the young person. These experiences were evaluated from the perspectives of the counselor and employer. Collective impressions were shared at the IVA conference in August. Applications and adjustments to their school counselor role as outcomes of the work experience were considered at this time.

Evaluation. Assessment of the project goals was undertaken regularly to direct activities in more relevant directions. This process helped to focus the participation of the counselors. Initially they were awkward and resistant to dealing with their own needs and utilized several hours in discussing the expectations of their roles. With awareness of their needs, they were more effective in determining the priorities for their schedule. Their energy and investment in the program became more apparent and productive. Field trips and interface with other counselors in the quarterly sessions and in professional conferences enhanced their participation.

Data collected in February at the IPGA conference is reported in Table 1. Almost all counselors were IPGA members, but only half were APGA members. Most had 15-30 hours of graduate credit beyond their master's degree. Median salary level was $14,000 in a range from $10,000 - $17,000. Most were doubtful that they were paid enough salary. 4Co counselors more often received a pay differential for extended service than did IPS counselors. The degree of satisfaction with their present job was higher for 4Co counselors, also. The satisfying duties of their positions were similar to those that are trained for in counselor education - group and personal counseling, general contact with students and seeing students' personal growth. Dissatisfactions were expressed about multiple secretarial and clerical duties, discipline and supervision of cafeteria and parking lots. 4Co counselors reported almost unanimous agreement with the need for professional upgrading activities, whereas IPS opinions were more diverse. The same difference existed in counselors receptivity to such as efforts as workshops, in-service activities and conferences. When asked how threatened they would feel about professional upgrading, they generally indicated least concern about it. Another difference of interest showed in help they perceived their principals demonstrated encouragement of professional participation, 4Co counselors agreed more highly that their principals were helpful and had less difficulty obtaining permission to attend workshops and conferences. All choices were picked when counselors were asked how willing they were to write a case study of one of their success stories; only a few see this as something they would do.

Evaluation of the in-service portion of the professional development model was completed in late May at the close of the school year and before counselors proceeded to undertake their hands-on work experience. Results in Table 2 show their assessments. In general, IPS showed more divergence of opinion and tended to have lower agreement about elements of the project. It was curious to note that IPS counselors tended to agree that the program had clearly stated objectives and

TABLE 1

Selected Items from IPGA Conference Opinionnaire, February, 1976

1.	Are you an IPGA member?	4Co	Yes-8	No-3					
		IPS	Yes-5	No-0					
2.	Are you an APGA member?	4Co	Yes-1	No-6					
		IPS	Yes-3	No-0					
3.	Do you receive differential pay as a counselor?	4Co	Yes-5	No-7					
		IPS	Yes-1	No-5					
4.	Is your extended time paid for?	4Co	Yes-11	No-2					
		IPS	Yes-o	No-0					
			Most					Least	
			1	2	3	4	5	?	NA
5.	To what extent do you think you are paid enough?	4Co	0	3	4	1	1	1	0
		IPS	0	2	3	0	1	0	0
6.	To what extent are you satisfied with your present job?	4Co	6	5	2	0	0	0	0
		IPS	0	3	1	0	1	0	0
7.	How convinced are you that there is a need for professional upgrading of counselors on-the-job?	4Co	10	0	2	0	0	1	0
		IPS	1	2	1	0	1	0	0
8.	How receptive are you to professional upgrading efforts, such as workshops, conferences, etc.?	4Co	9	2	2	0	0	0	0
		IPS	1	1	2	0	1	0	0
9.	How threatened would you feel about these professional upgrading activities?	4Co	1	0	1	3	8	1	0
		IPS	0	0	1	1	3	0	0
10.	To what extent is your building principal helpful in encouraging your professional participation?	4Co	5	3	3	0	1	1	0
		IPS	0	2	0	1	2	0	0
11.	To what extent do you have difficulties obtaining permission to attend conferences, workshops, etc.?	4Co	2	2	0	3	6	0	0
		IPS	1	1	0	3	0	0	0
12.	To what extent are you willing to write a case study of one of your success stories as a counselor?	4Co	1	1	0	0	3	0	0
		IPS	0	1	1	1	2	0	0

TABLE 2

Evaluation of In-Service Professional Development Model, May, 1976

	Item		(1) SA	(2) A	(3) U	(4) D	(5) SD	Mdn
1.	This program supplied me with an effective range of challenges.	4Co	1	7	1	0	0	1.9
		IPS	0	5	1	1	0	2.4
2.	Many methods were used to involve me in learning.	4Co	2	5	1	1	0	1.9
		IPS	0	5	0	2	0	2.5
3.	This program caused me to reconsider many of my former attitudes.	4Co	2	5	2	0	0	1.8
		IPS	1	5	0	1	0	2.0
4.	The design of this program lets me learn at my own pace.	4Co	2	5	1	0	0	1.6
		IPS	2	4	0	1	0	2.0
5.	I am free to express and explain my own views in this program.	4Co	6	3	0	0	0	1.3
		IPS	2	4	0	1	0	2.0
6.	This program has clearly stated objectives.	4Co	0	1	2	5	1	3.7
		IPS	1	3	2	0	1	2.9
7.	I was able to set and achieve some of my own goals.	4Co	3	2	2	1	0	2.1
		IPS	1	3	3	0	0	2.3
8.	This program material is pertinent to my professional training.	4Co	7	2	0	0	0	1.2
		IPS	2	4	1	0	0	1.9
9.	This program contributed significantly to my professional growth.	4Co	1	8	0	0	0	1.9
		IPS	1	5	0	1	0	2.1
10.	I can apply information and skills learned in this program.	4Co	2	7	0	0	0	1.8
		IPS	0	6	0	1	0	2.3
11.	The practical application of subject matter is apparent.	4Co	2	3	3	1	0	2.3
		IPS	1	3	1	1	1	2.7
12.	The amount of material covered was reasonable.	4Co	2	4	1	2	0	2.1
		IPS	1	5	0	1	0	2.1
13.	Challenging questions were raised for discussion.	4Co	6	4	0	0	0	1.4
		IPS	2	4	0	1	0	2.0
14.	Mimeographed handouts were valuable supplements to the program.	4Co	7	2	0	0	0	1.2
		IPS	3	3	0	1	0	1.9
15.	Consultants contributed significantly to this program.	4Co	6	3	0	0	0	1.3
		IPS	4	1	2	0	0	1.7

the 4Co disagreed. Yet on other responses 4Co counselors were more agreeably disposed toward program elements than were IPS personnel. Handouts, consultants and discussions were cited by 4Co counselors as important. They saw the pertinence of the program to their professional training. Rather consistently the 4Co agreed in the direction of objectives for the project yet described uncertainty about clarity of objectives. IPS counselors tended to show lower degrees of agreement or undecided positions on many of the items.

Several concepts, ideas, programs and services were dealt with throughout the in-service program. The comprehension of these concepts was discussed and reviewed when necessary. At the close of the in-service portion counselors were asked to scale 31 items on a pyramid construction from highest importance to lowest. Table 3 reports the rankings of the two counselor groups as well as the counselor educator group at the May workshop. Asterisks indicate the items that seemed to differentiate one group's response from the others. 4Co counselors ranked individual counseling higher than both IPS and counselor educators, but as well marked group counseling almost as high. Somehow career guidance and vocational maturity were relegated to lower rankings.

IPS counselors put job satisfaction at the highest level unlike the other groups. Also, with attitudes toward work, work ethic and manpower needs as other more highly ranked concepts, a picture emerges of the investment this group considers worthwhile. Planning and vocational maturity could be added to these descriptive differences.

Among the counselor educators, their responses for ranking these concepts showed career and living-and-dying to be more important. The difference was especially pronounced on the latter concept. Social-personal information was higher ranked than counselors' ratings. Attitudes toward work and accountability concerns were ranked much lower than counselors' priorities. And, lastly, counselor educators relegated importance of college admissions much lower than did counselors.

The "hands-on" work experience was the culminating activity for the entire project. While most of the substantive evaluation devices were completed prior to the summer work activity, this real-world experience focused into the individual experience of each counselor. The following listing of twenty different placements shows the variety of the work experience that counselors achieved:

TABLE 3

Rankings of Life Style and Career Guidance Concepts by School Counselors and Counselor Educators, May, 1976

CONCEPTS	4Co N=9	IPS N=7	CEd N=6
Personal responsibility	2.2	2.6	2.7
Individual counseling	2.9*	3.5	3.6
Group counseling	3.0	3.4	3.6
Life style	3.2	3.0	2.7
Choosing	3.3	2.5*	3.5
Attitudes toward work	3.3	3.0	4.0*
Academic education	3.4	3.6	4.0
Career development	3.5	3.8	3.2
Accountability	3.6	3.7	4.3*
Career education	3.7	3.8	3.2
Career	3.9	3.4	2.0*
Career information	3.9*	4.6	4.5
Job satisfaction	3.9	2.2*	4.0
Planning	3.9	3.2	3.7
Social-personal info	3.9	4.0	3.3*
Career guidance	4.0*	3.3	3.4
General curriculum	4.1	4.0	4.2
Educational info	4.2	3.8	4.2
Living and dying	4.3	4.4	2.3*
Vocational education	4.5	4.8	4.6
Occupational info	4.6	4.5	4.6
Vocational maturity	4.6*	3.5	4.0
Occupational clusters	4.7	5.0	5.4
College admissions	4.8	4.4	5.6*
Selection	4.8	3.6*	4.3
Placement	5.1	5.0	5.0
Work ethic	5.1	3.4*	5.3
Follow-up	5.2	5.1	5.2
Manpower needs	5.4	3.4*	4.5
Military services	5.4	5.9	5.6
Volunteer	5.8	5.7	4.5*

* Items most divergent from other rankings

Airport limousine driver
Automobile agency laborer
Brick mason helper
City police department
Construction laborer
Dana Corporation jobs structure
Department store clerk
Employment Service office worker
Finance company clerk
Greenskeeper
Lodge food handling
Motel housekeeping and food handling
Moving company helper
Newspaper office worker
Refractory laborer
Soft drink distributor
Supermarket stock clerk and carry-out
Variety store clerk and stockroom worker
Vending machine supplier
Welfare office caseworker

Assessment of this experience included reactions to the school counselors and the employers. The following statements were culled from many pages of reports that were completed. This list demonstrated the different behaviors and awarenesses that counselors developed:

More sympathetic to the young person on a new job by observing cement apprentice, carpenter's apprentice, repairman and carpet layer.
Better understanding of problems of police department.
Put me back in touch with a reality that sometimes escapes school people. These were real people who needed every penny of their minimum wage.
I have a new respect for the hard work that goes into operating a store and a new insight about the interrelatedness of all the activities.
I learned the feeling of rejection when I was turned down by a prospective employer.
I understand more fully what it is like to start on a new job: physical adjustment (tiredness, establishing nodding acquaintance with other employees, paper-work for hiring, not being sure of oneself).
Practical insight into merchandising practices and policies.
Aware of different values and lack of role models for many young people in their home settings.
Concerned about getting career guidance program going.
Greater awareness of importance of saleable skills.
Some workers don't produce much for the salary they are paid.
Enjoyed the pure physical tiredness.
Impressed with how much I learned.
Enjoyed my two weeks and would do it again.

These self-report statements reflect direct connection to the purposes of the project and, most basically, indicate the integration of the experience into the awareness of the school counselor.

The next listing indicates employer reactions concerning the strengths of the experience and the recommendations for the needs to be served:

Strengths:

Getting school people into world of work to see what it is like so they can teach young kids to realize they can't start at the top.
Gained a lot of practical experience she wasn't expecting to get.
For those who have had work experience, it refreshes their insight.
Counselor was more interested than expected from part-time job.
Counselor could actually identify with a work experience typical for a high school student and our employees could see a counselor working alongside them.
Good public relations to see what we do.
I was impressed that counselors are directed to gain work experience outside their field.
Guidance program is sincerely interested in learning more about community services leading to efficient use of agencies.
Cooperate to be of better service to students.
It was a privilege.

Needs and recommendations:

Need a lot of practical math in construction business.
Work with placement so schools can better meet needs.
I will feel comfortable about calling the school and including students in ICE program next year.
Program helped to establish better working relationship between school and business.
We would all benefit if we got together more. The school should call business to ask for their help.

The counselors reported the applications that this work experience suggested to them. These show specific activities and programming development that they are now making:

Involve 6th graders in work experiences in classroom with community people helping.
Invited personnel manager to speak to our ICE class.
Talk more "real" about work with students.
Make more suitable recommendations for placement.
Make contact with community people who share some of the same problems we do.
Increased my self-confidence in appropriate referral.
Have others outline their jobs and be interviewed by students and counselors.

Indices of evaluation for the project utilize opinions, action plans and contracts for organizing and developing more innovative career guidance programming. In a tangible expression of involvement, seven counselors completed graduate credit for their involvement in the project. In terms of the objectives for the project, counselors are more knowledgable about vocational education opportunities. One of their strongest needs was for the overall scheme of a career guidance program; this is provided by the model developed as part of this project. They indicate that they are more in touch with students' needs and on the basis of their work experience can be more sensitive to what students will be experiencing as they

enter the world of work. Most affirm the tremendous public relations benefits of the project and are aware of the community resources available to them. For some these contacts represented beginning steps in reaching out to the community to make contacts; they have learned that people are willing to help and will when invited to take a part. Besides the need for defining career guidance goals and objectives, counselors need to develop their information sources and relationships with resource personnel. A strong need exists for process awareness to know how to proceed to develop effective applications. Difficulties reside in resistance to change, differential expectations and apathetic behavioral style. The potential and the energy of the professional school counselor can be released both from internal awareness and commitment as well as from external sources of support. In-service education and professional upgrading depends upon these two dimensions - the self and the system. One tangible action of the project is the continuation of their meeting together by the four-county group.

Counselor Educators Workshop

Workshop I. Initial plans in the proposal specified that a five-day workshop utilizing skills development, knowledge and competencies acquisition and curriculum innovations would be made available to to forty counselor educators from Indiana colleges and universities. This plan was announced at a fall meeting of the Indiana Association for Counselor Education and Supervision and received statements of interest and willingness to participate. Attempts to set the schedule proved that any time would have conflicts with the varying schedules of college personnel. Mid-winter was not feasible so the dates were set for May 10-14 in Greenwood to be near the facilities of Central 9 Area Vocational School. Announcements were distributed and discussed at IPGA in late February; responses showed interest on the parts of representatives from the several institutions. However, when the reservations were made, only three counselor educators and two graduate students took advantage of the expenses-paid workshop.

The objectives for this workshop were the following:

1. Provide in-service training for counselor educators so that they will become more knowledgeable about vocational education as it relates to comprehensive career guidance programming.
2. Describe the purposes and scope of vocational and technical education programs and the responses of students to these.

3. Provide short-term skill training programs in selected vocational areas for better understanding of program types and development of "hands on" perception of skills performance.
4. Provide opportunity for interface with school counselors from feeder schools in their in-service training component.
5. Facilitate the adaptation and development of new emphases in counselor education programs.

The program for the workshop is included in the appendix. At the last minute, adjustments were made to the schedule which included cancelling the consultant's trip from Minnesota for such a small group. But the participants did follow through with the other presentations and activities that had been arranged, including Dr. Paula Carter's presentation about vocational education in Indiana, the feeder school visit and interview with high school students planning to enter Central 9 and the orientation and class selection at Central 9. For two afternoon sessions the participants each were involved in vocational classes, including auto mechanics, body shop, horticulture and printing. Follow-up sessions reviewed the experiences and impressions of the participants.

On the fourth day of the week the two groups of school counselors arrived for their third quarterly session. Activities in this day included sharing impressions about adequacies and shortcomings in counselor education preparation. An extended session on choice awareness was held. Closing activities focused on additional possibilities for utilizing expended funds from the project before time was gone. Several helpful suggestions were received.

Evaluation of Workshop I. Evaluation of this workshop by the group included the responses of four to a questionnaire that is reported in Table 4. In the main, the participants showed a high degree of agreement with the results of the workshop. The weakest agreement reflected the uncertainty about objectives for the program; this might be explained by the refocusing of the schedule with the smaller group and utilizing them as a planning group for additional programming for the project purposes.

The following are comments from this group about their awareness of vocational education as a result of the workshop experience:

> Not knowing a great deal about vocational education, I learned a lot. I've learned what a crucial area it is to have a good background in when working with people who are involved in career choices.

> I see a need for females to be encouraged into areas where they could do well.

TABLE 4

Evaluation of Counselor Education Workshop, May, 1976

Item	(1) SA	(2) A	(3) U	(4) D	(5) SD	Mdn.
1. This program supplied me with an effective range of challenges.	1	3	0	0	0	1.8
2. Many methods were used to involve me in learning.	0	4	0	0	0	2.0
3. This program caused me to reconsider many of my former attitudes.	2	2	0	0	0	1.5
4. The design of this program lets me learn at my own pace.	1	3	0	0	0	1.8
5. I am free to express and explain my own views in this program.	4	0	0	0	0	1.0
6. This program had clearly stated objectives.	0	1	2	0	0	2.3
7. I was able to set and achieve some of my own goals.	1	3	0	0	0	1.8
8. This program material is pertinent to my professional training.	1	3	0	0	0	1.8
9. This program contributed significantly to my professional growth.	0	4	0	0	0	2.0
10. I can apply infonmation and skills learned in this program.	3	1	0	0	0	1.2
11. The practical application of subject matter is apparent.	1	3	0	0	0	1.8
12. The amount of material covered was reasonable.	2	2	0	0	0	1.5
13. Challenging questions were raised for discussion.	2	2	0	0	0	1.5
14. Mimeographed handouts were valuable supplements to the program.	0	3	1	0	0	2.2
15. Consultants contributed significantly to this program.	0	3	1	0	0	2.2

I think the vocational school might deal more closely with lifestyle of the particular occupations and possibly offer mini-courses for jobs that require little training and could be used as temporary jobs.

Vocational education is intriguing, varied, non-traditional in some ways. I value more than I have the practicality, involvement and relevance. There is flexibility because of longer blocks of time and I had wondered before if these longer periods were necessary.

Vocational education is "traditionalistic" in its sex typing and the limited range and number of programs.

It became more clear that strong, open, flexible administrators are needed to develop the kinds of programs that can meet both students' and societal needs.

The need for strong vocational education programs in our secondary schools was reinforced.

Workshop participants were also asked to comment on the roles of the school counselors from feeder schools. The following comments were selected:

I think school counselors should be well-informed about vocational education in their community. They should spend some time in all areas and inform students in greater detail of what they could expect.

School counselors need more experiences in non-academic settings.

The counselors themselves need to go through a training like we did to get a feel for the program and the instructors involved.

It was very helpful to talk with the counselors at both the vocational high school and the comprehensive school about the selection process, the cooperation between the schools and the dilemmas each face.

I think school counselors are too directive in their approach as based on student feedback.

Then they were asked to respond to their observations which reflect upon counselor education and means to prepare counselors more effectively. These following statements were provided:

Counselor educators need much more work with vocational education.

Counselor educators can gain in attitude development through such a program as this. Those who "succeed" through education may want to sell this as the only route. There are others and vocational education offers one.

Counselor educators seem to have little concern for the whole area of career development. Efforts should be made to effect a change here on a state-wide basis.

Our discussion would lead us to believe there is more hope for change of attitudes and skills of counselors at the pre-service level rather than at the in-service level.

In general, this group representing three institutions engaged in counselor education produced a climate of energy and enthusiasm for the activities.

Willingness to participate, including such ways as digging in the dirt and getting hands dirty and oily, and to share reactions generated good discussions which were exceptionally honest and open. The group agreed that the hopes for the project were worthwhile and substantial but that an additional program needed to be scheduled on a shorter basis to bring more counselor educators from their campus positions.

Workshop II. Project funds were available for extending the project and were approved for the plan of a second Counselor Education Workshop. More than one hundred announcements were mailed to Indiana counselor educators, school counselors involved in the in-service element of the project and IPGA leaders. Counselor educators were encouraged to include as many as half a dozen graduate students in their contingent. Once again, response to the mailing was weak; postal cards in each of the announcements were received from only a dozen. Various reasons were offered which included teaching schedules on campus and involvement in research projects and significant meetings. But when registration for the workshop was opened, 43 participants were there.

The second workshop was cut back in time from five days to two-and-one-half. A group of seven counselor educators representing five institutions took part. Graduate students numbered fourteen; they were both master's and doctoral students from four universities. School counselors included four from the 4Co group and one from IPS as well as seven IPGA leaders, including the current president of the association. A category of others included two CETA staff from Lafayette, one member of last year's 4Co group now unemployed and another doctoral graduate who has worked in community agencies. In addition, there were five consultants and the workshop director.

The workshop format included input from Dr. Juliet Miller concerning counselor competencies in career guidance. These competencies were prioritized by ranking according to individual preference and then through negotiation in a small-group setting. Dr. Paula Carter detailed with much impact the state of the state vocational education in Indiana. Ms. Irene Bandy then worked with the group in a systematic approach to following through from objectives to strategies to a time-line for confirming the effectiveness fo these program elements. A visit to the Central 9 Area Vocational School was included. But most of the emphasis was put on the process interaction of the participants in pooling their impressions and ideas. The concluding activity was a contract determination for following through when the participant returned home.

Project Outcomes

Wrapping up the project entailes review and consideration of outcomes of the several activities that were conducted. In general, the best-laid plans and intentions have their value in prescribing the direction of the energy to be applied but must also be adjustable and flexible so that accommodations can be made to the current situations that are faced. Weather conditions, the schedules of individual participants and other situational determinants can interfere with any event. Coupling these elements with the complicated and interrelated concepts and audiences that were dealt with created some of its own confusion and ambiguity.

This project has been an interesting series of events and efforts to program more effectively for the specific needs of vocational education to reach students and, vice versa, for students to choose more reasonably and effectively a specific training course for entry into the world of work. The project aimed to clarify the discrete and interrelated aspects of vocational education, career education and career guidance and counseling. It focused specifically toward the in-service programming for school counselors and toward the pre-service preparation of counselors in university programs.

Distractions and interferences that are presented by the various personnel are the negative influences about which the project revolved. When energy was released, interest motivated, readiness to change and innovate were identified, then to objectives of the project were realized. For some persons involved, they were able to make these steps; for others caught in a concrete and rigid state their defensiveness dominated their styles. Some others behaved in abject, apathetic and powerless ways which appear to be more amenable to persuasion and influence but, in fact, are quite as obstructive as overt resistance. In-service programming to be effective must include sensitive and facilitative process approaches which

seek to bring out the underlying feelings, emotions and controls that are being used. Content and information in the form of handouts or presentations are valuable and of some significant influence but are not the necessary keys to unlocking personal energy and the willingness to make new commitments. For those who want the in-service programming, then such projects and workshops are of great benefit; for those who submit to authoritarian control of their performance, they must work much harder to break through the defensiveness. So must those who will work with them.

A substantive conclusion of this project is that emphasis upon the pre-service component can be more beneficial in the long run. Students in counselor education are more open, energized and willing to learn new concepts, organizational arrangements, effective strategies and more humanistic attitudes. While the real world is where it's at, the real world still needs to know where it can go. The conflict of pragmatic concerns with idealistic notions is a dilemma to be dealt with and a paradox to be resolved. The professional counselor needs to resolve the ambiguities and become an effective human being as a model for the services that are being offered for the good of others. Counselors can demonstrate to their students the efficacy of life style development, choosing effectively in life situations and being responsible for the consequences of their choices.

Immediate extensions of the results of the project will be seen in the series of dissemination workshops that are planned for this upcoming year. Vocational education will benefit by clearer understanding and knowledge about the potentialities of these courses. Vocational educators will benefit by working with students who have planned more significantly and chosen more wisely before entering the training. Career education has become more understood as a total concept throughout the entire educational system including significant cooperation with community personnel. Guidance and counseling benefits from more comprehensive structuring of program elements by school counselors.

Several programs have been and will be presented concerning this project. The director will generate reports and articles for journals in the field that elaborate the project elements. School counselors will follow through in their settings with particular plans for action and will also take more effective leadership in professional participation; these commitments have been made. The Four-county group is now continuing to meet as a body for further professional upgrading. The project does not close down when the time period has elapsed but continues to influence the professional practice of career guidance specialists.

Impressions of the Project Director

This closing statement reflects the impressions that the project director has confirmed from these multiple involvements. While one-fifth of his salary was supported, the equivalent of 48 work-days, considerably more time was expended. At least 28 days were involved in the actual programming for in-service and workshop sessions. An additional thirteen days were expended in travel time to meet the programming schedule. Also, it is a reasonable approximation that 20 days have been spent in planning, scheduling and contacting resource personnel during the year, including also the project evaluation and writeup. This time has been used productively to do these different requirements that would have been normally spent in counselor education responsibilities at Purdue. Sometimes these different functions have been worthwhile and sometimes they have interfered significantly with ongoing responsibilities.

The consultation process that the project director has confirmed more significantly is sharpened and better qualified. The commitment to working with people to help them develop their awareness of what they need and then to facilitate their taking the steps to achieve these wants has been strengthened. Telling people what to do as opposed to eliciting from them what we all know we need has not worked in the past and, no doubt, is the best explanation for some of our present difficulties. Albeit, people are frustrated with realizing that it is the responsibility of each of us to make the improvements that need to be done. How else will young people learn to maximize their potentiality, make effective choices and accept responsibility for their own behavior.

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CALENDAR FOR CAREER GUIDANCE PROJECT - 1975-76

Project Director - Allen E. Segrist
Department of Education
Purdue University
(317) 749 2278

Area Vocational Cooperative -
DeKalb, LaGrange, Noble and
Steuben Counties

Nov 10 - Session #1, Garrett

Dec 4 - Session #2, East Noble

Jan 8 - Quarterly #1, Upper Wabash Career Center, Wabash

Feb 5 - Session #3

Feb 26 - Quarterly #2, Indianapolis Stouffers, IPGA

Mar 18 - Session #4

Apr 8 - Session #5

Apr 21 - Session #6

May 13 - Quarterly #3, Indianapolis Counselor Educator Workshop

Jun 3 - Session #7

Aug 5 - Session #8

Aug 9 - Quarterly #4, Indianapolis Hilton, IVA

Indianapolis Public Schools

Nov 17 - Session #1, Education Center

Dec 1 - Session #2, Education Center

Jan 8 - Quarterly #1, Upper Wabash Career Center, Wabash

Feb 16 - Session #3, Howe HS

Feb 26 - Quarterly #2, Indianapolis Stouffers, IPGA

Mar 15 - Session #4, C.E.C., Tech HS

Apr 22 - Session #5, Wood HS

Apr 30 - Session #6

May 13 - Quarterly #3, Indianpolis Counselor Educator Workshop

May 20 - Session #7

Aug 4 - Session #8

Aug 9 - Quarterly #4, Indianpolis Hilton, IVA

May 10-14 - Counselor Educator Workshop, Indianapolis

- -

Other significant dates...

Nov 20 - Career Educ Workshop, Kokomo
Dec 7-10 - AVA, Anaheim
Jan 20 - CETSS Elementary & Secondary
Jan 21 - VocEd/Handicapped Students TV
Feb 17 - CETSS Post Secondary
Mar 16 - CETSS Helping Professions
Apr 11-14 - APGA, Chicago
Apr 20 - CETSS Family
May 18 - CETSS Bus/Ind/Labor/Govt

MEMO: In Service Training for School Counselors Served by Area Vocational Programs

TO: School Counselors in Four County Area Vocational Cooperative of DeKalb, LaGrange, Noble and Steuben counties and in Indianapolis Public Schools

FROM: Allen E. Segrist, Project Director (EPDA553 G05-75-00042-IN-V4)

DATE: October 20, 1975

New developments in the concept of career guidance and counseling are emerging from strong national support given to career education. Comprehensive career development programs for all school students should be a major provision of education. Leadership for implementing career guidance should come from professional school counselors being trained and on-the-job. Knowledge, skills, competencies and attitudes utilized by professional counselors need to be upgraded and renewed.

This project is a year-long staff development program for school counselors to become better informed about vocational education opportunities and the relationship of these to a comprehensive career guidance program. Monthly day-long sessions will be scheduled in each area and quarterly sessions will be held to bring the two working groups of counselors together. One of these quarterly sessions will likely be scheduled in conjunction with IPGA in late February and another with IVA in early August. A unique and special component will be a two-week work experience in a business or industry work station next summer; this will be a vital, "hands-on" experience from which much can be shared. An outcome of this year-long project will be a model for in-service development for school counselors, incorporating these objectives:

1. Provide in-service training for school counselors so that they will become more knowledgable about vocational education as it relates to comprehensive career guidance programming.

2. Demonstrate knowledge, techniques and competencies needed to organize and implement K-12 career guidance and counseling program.

3. Develop cooperatively, organize and implement K-12 career guidance and counseling model program in feeder schools and area vocational school.

4. Describe the purposes and scope of vocational and technical education and the responses of students to these.

5. Perceive vocational and technical education in a more realistic fashion.

6. Realign values to provide offerings to satisfy needs of students.

7. Develop and utilize community resources of occupational opportunities.

8. Participate in skill training program in selected vocational areas and demonstrate proficiency by satisfactory work performance.

9. Provide opportunities for interface with counselor educators in professional meetings and quarterly sessions.

10. Provide opportunity for graduate-level credit for school counselors.

Besides the content, these monthly sessions will focus upon the process needs of the group to develop the openness and eagerness that will be necessary to define commitment and investment. Initial activities will assess the existing needs, determine priorities and schedule the year's program. The total experience of surveying the opportunities, choosing, preparing and placement in the work setting will incorporate for the counselor what this is for the student. A variety of activities and resources will be utilized for flexibility and interest. Keeping a journal is a planned activity for each counselor.

Each school counselor who participates will contract to attend each training session for the full day. Administrative commitment to this released time has been granted. Transportation expenses to the quarterly sessions will be covered. Participation will be required in the two-week work experience this summer for which at least $100 per week will be paid. It is hoped that the participating employer will supplement this amount.

SURVEY FOR SUMMER JOB PLACEMENT

FOR COUNSELOR CAREER TRAINING

IN - SERVICE PROGRAM

1975 - 76

Name_____ School_____

Home Address_____ Home Phone_____

1. What types of experiences have you previously had? List by job - describe briefly if unusual.

   1.

   2.

   3.

   4.

   5.

   etc.

2. What new experience would you prefer to have? List in order of preference.

   1. 4.

   2. 5.

   3. 6.

3. Which of the following time-length-variety assignments would you prefer? Choose three in order of preference.

   1. On one job for the two week period. _____

   2. On two one week assignments at the same location. _____

   3. A variety of experiences at one location. _____

4. Two one week assignments at different locations. _____

5. A variety of experiences at two placements. _____

6. Other (Name) _____

7. No preference. _____

4. Is there any placement which would be abhorant to you?

Yes_____ No_____

If yes - please elaborate.

5. Preferred dates for your in-service, hands-on experience. List at least three dates in order of preference.

1.

2.

3.

Please return this form to Joan Davis, Vocational Office, by the February meeting.

Thank you.

School Counselor's Two-Week
Work Experience

EMPLOYER'S AGREEMENT

AREA VOCATIONAL COOPERATIVE
DeKalb, LaGrange, Noble, Steuben
Counties
711 East Houston Street
Garrett, IN 46738

_____ agrees to provide a work station for a
(Corporation, Plant, Company, Store, etc.)
school counselor from the Area Vocational Cooperative of DeKalb, LaGrange, Noble and Steuben Counties for a two-week period in the Summer of 1976.

This work station is the basic element in the In-Service Project for School Counselors which follows monthly professional development meetings emphasizing career guidance programming, career education and vocational education. The project has been oriented to working more effectively with young people considering opportunities in vocational education. It is supported through the Indiana State Board of Vocational and Technical Education and Purdue University.

The employer agrees to pay the school counselor employed in the work station $100 per week for a total of $200. Project funding includes a stipend of $200 for the school counselor in addition.

The assigned school counselor is expected to work in the duties assigned at the work station for two five-day weeks. He/She should receive work experience in the entry job(s) available in the employer's operation. Supervision should approximate what the high school vocational education student receives. This should come from the employer or designee as well as the vocational coordinator. If possible, it would be helpful for the counselor to learn about the range of jobs in the employing situation, advancement procedures and personnel concerns. The counselor will write an assessment of the experience which will be shared with others in the project.

AGREED TO: _____ _____
Employer Project Director

_____ _____
School Counselor Area Vocational Director

CENTRAL NOBLE SENIOR HIGH SCHOOL

ALBION, INDIANA 46701

PHONE 219-636-2117

June 8, 1976

Mr. Benien
Dana Corporation
W. State Street
Ft. Wayne, Ind.

Dear Mr. Benien:

I would like to express my appreciation for your cooperation in the Guidance Counselor Career Education Program. Through the one week work experience at your place of business, we would like our Counselor to achieve the following:

A. To gain new insights into the "world of work" of today outside the educational field.

   1. experience a new occupation
   2. renew and revitalize concepts of the world of work in which eighty percent of the work force has access to employment

B. To gain experience to work more effectively with young people considering opportunities in vocational education.

   1. acquire an awareness of attitudes and values affecting occupational placement and choice
   2. acquire awareness of managerial practices affecting employees
   3. acquire awareness of problems facing youth with respect to job placement
   4. experiencing first hand the process through which a student obtains and maintains placement in the cooperative educational program

C. To improve communications between business and industry and school counselors

   1. develop rapport and understanding between one or two employers and the school counseling staff by one to one relationships
   2. develop respect for the others needs, frustrations, problems, etc., through experience and dialogue

D. To evaluate the relevancy of school curriculum to on-the-spot experience

Your Counselor Learner will be Mrs. Janet Ottenweller of Central Noble High in Albion. She will call you regarding the dates of her work experience. At this time, you should also establish her working hours and any other details of the experience you may wish to discuss. Please treat Mrs. Ottenweller as you would any young persons coming to work for you, so that their experience may be as realistic as possible.

If you have any further questions, please feel free to call me.

Sincerely,

George Dykstra
ICE Coordinator

Phone:
Business 636-2117
HOME 357-4688

GD/gb

E V A L U A T I O N of Career Guidance Project for School Counselors

School Counselor's Evaluation: Please be as thorough and detailed as possible with your impressions of your "hands-on" work experience.

Name:_____

1. Maintain a daily log and/or journal of your work experiences in summary. In more detail, indicate the feelings and emotions that you experienced in some of your working experiences. Comment about your attitudes and values as you are aware that these influenced you. Attach the pages of this work to this coversheet.

2. Would you want to be involved in a continuation of this or a similar program next summer?

3. Would you favor the work experience being a) exposure to all the jobs in a particular place of employment, b) actual work assignment only, or c) a combination of the two when possible?

4. Comment on any particular strengths or weaknesses in the "hands-on" work experience.

5. What ideas and activities have occurred to you as a direct result of this "hands-on" work experience?

6. In what ways do you behave different as a person and/or as a school counselor because of effects of this work experience?

E V A L U A T I O N of Career Guidance Project for School Counselors

Employer's Evaluation: Please respond to these questions with your impressions and conclusions; your help is valuable and appreciated.

School Counselor:_____ Employer:_____

1. Did the school counselor gain new insights into the work situation at your place of employment? Explain or give examples.

2. What, if any, new insights did you gain into the work of the school counselor and the career guidance program?

3. What would you consider to be the greatest strength of this program?

4. What weaknesses do you see in this work experience for the school counselor?

5. Would you recommend continuing this program another year?

6. Please add any additional thought or comment.

C O U N S E L O R E D U C A T O R S ! ! !

Plan now to attend an expense-free five-day workshop on the south side of Indianapolis, actually the south side of Greenwood. Monies from Vocational and Technical Education are supporting your room-and-board costs to take part in this opportunity. Emphases range from "hands-on" experiences in vocational classes to the development of new directions in counselor education programs.

Forty counselor educators from Indiana universities can attend this workshop. We will utilize the facilities of Central 9, an area vocational school south of Greenwood. We will be housed in nearby motel facilities. Travel expenses are covered, also.

Objectives for the workshop include the following:

1. Provide in-service training for counselor educators so that they will become more knowledgable about vocational education as it relates to comprehensive career guidance programming.

2. Describe the purposes and scope of vocational/technical education programs and the responses of students to these.

3. Provide short-term skill training programs in selected vocational areas for better understanding of program types and development of "hands-on" perception of skills performance.

4. Provide opportunity for interface with school counselors from feeder schools in their in-service training component.

5. Facilitate the adaptation and development of new emphases in counselor education programs.

Dates for this program are May 10-14, 1976. Use this tear-off slip to reserve a space in the program. Send the slip to Dr. Allen E. Segrist, Department of Education, Purdue University, West Lafayette, IN 47907. Phone - (317) 749-2278

COUNSELOR EDUCATION WORKSHOP May 10-14, 1976

Name_____ Title_____

Address_____ Office Phone_____

_____ Home Phone_____

____I will attend. ____I am interested in attending. ____I want more information.

____I doubt that I will attend. ____I will not attend. I suggest that you contact the following persons to see if they can make it:_____

_____

_____

WORKSHOP CONSULTANTS AND STAFF...

Dr. Paula Carter, Executive Officer
...Indiana State Advisory Council for Vocational Education

Dr. L. Sunny Hansen, Professor
...Department of Counseling and Student Personnel Psychology University of Minnesota
...ACES Commission on Career Development in Counselor Preparation

Mr. James E. Hixson, Director
...Central 9 Area Vocational School

Mr. David Jesser, Director
...Career Education Project Council of Chief State School Officers

Mr. Charles Mellencamp, Director of Guidance
...Greenwood High School

Ms. Kim Powers, Vocational Guidance Consultant
...Indiana Department of Public Instruction

Dr. Allen E. Segrist, Project Director
...Assistant Professor of Education Purdue University

Mr. Harrison Williams, Coordinator of Student Services
...Central 9 Area Vocational School

Students and Instructors
...Central 9 Area Vocational School
...Greenwood High School

WORKSHOP OBJECTIVES...

...provide in-service training for counselor educators to become more knowledgable about vocational education as it relates to comprehensive career guidance programming...

...describe the purpose and scope of vocational education programs and the responses of students to these...

...provide short-term skill training programs in selected vocational areas for better understanding of program offerings and development of "hands-on" perception of skills performance...

...provide opportunity for interface with school counselors from feeder schools in their quarterly in-service session...

...facilitate the adaptation and development of new emphases in counselor education programs...

WORKSHOP

FOR

COUNSELOR EDUCATORS

May 10-14, 1976

CAREER

GUIDANCE

AND CAREER EDUCATION

COUNSELING

VOCATIONAL EDUCATIO

Ramada Inn
Central 9 Area Vocational School
Greenwood, Indiana

Project funded through...
Indiana State Board of Vocational and Technical Education
G05-75-00042-IN-V-4

MONDAY		May 10
9:00	Coming Together	Ramada Inn
10:00	Opening Participating Determining KIM POWERS	
11:30	Luncheon	
1:00	Touring and Orienting JIM HIXSON and HARRISON WILLIAMS	Central 9
3:00	SUNNY HANSEN - Career Development in Counselor Preparation	Ramada Inn
6:00	Sharing and Pooling Time	

TUESDAY		May 11
9:00	Selecting the Course Checking with the Counselor - CHUCK MELLENCAMP Rapping with students	Greenwood High School
11:15	Lunch	Central 9
11:45	Vocational Mini-Course	
2:30	School's Out	
3:00	Pulling it together	Ramada Inn
6:30	Adult Vocational and High School Completion Programs	Central 9

THURSDAY		May 13
9:00	QUARTERLY SESSION #3 School Counselors from DeKalb, LaGrange, Noble and Steuben Counties and Indianapolis Public Schools Face-to-Face Feeding Back	Ramada Inn
11:00	Touring and Lunching Meeting students	Central 9
1:00	Consulting on Career Guidance Programming KIM POWERS	Ramada Inn
3:00	Break	
3:30	In-Service Education for Counselor Educators	

FRIDAY		May 14
9:00	Sharing materials Outlining Brainstorming Writing Contracting	Ramada Inn
12:00	Luncheon	
1:00	Evaluating	
2:00	Closing	

WEDNESDAY		May 12
9:00	PAULA CARTER - The State of the State of Vocational Education	Ramada Inn
11:15	Lunch	Central 9
11:45	Vocational Mini-Course	
2:30	School's Out	
3:00	Pulling it together some more	Ramada Inn
4:00	DAVE JESSER - Career Education: A Unifying Theme	

PURDUE UNIVERSITY DEPARTMENT OF EDUCATION

COUNSELOR EDUCATION WORKSHOP
September 19-21, 1976
Ramada Inn - I-65 at Greenwood

You are invited to take part in a workshop on career development programming in counselor education. Indiana counselor educators, some doctoral students, some school counselors and other educators are eligible for this expense-free program. Lodging, per diem and travel expenses are provided through the Career Guidance and Counseling Project funded through the Indiana State Board of Vocational and Technical Education.

The workshop opens with registration from 3:00 to 5:00 pm on Sunday and will close by 2:00 pm on Tuesday. Two out-of-state consultants have agreed to help us...

JULIET MILLER, Lecturer, University of Michigan, Manpower Leadership Training Program; Consultant, American Institute for Research, competency-based career guidance staff development program; Editor, NVGA Newsletter; formerly Associate Director, ERIC-CAPS, University of Michigan

IRENE BANDY, Consultant, Guidance, Counseling and Development Services, Division of Guidance and Testing, Ohio Department of Education; Past President, OPGA; Branch Council member, Midwest PGA; teacher, counselor, guidance supervisor, workshops on career development and career education

Others will be helping, also. We will have opportunities to visit Central "9", the area vocational school, to talk with school counselors and students in feeder schools and to work on career development programming in counselor education.

Bring materials such as competencies sets, course outlines and other learning activities you are using. Several handouts will be available at the workshop. Think about a vocational experience that you can arrange for yourself in the next few weeks for which a stipend will be paid; a relevant "hands-on" work experience could be quite useful for your teaching responsibility. Plan to arrive early at the Ramada Inn in Greenwood, south of Indianapolis on I-65, to enjoy the pool or the gold resort--Valle Vista--next door.

Sign up as soon as possible with the reservation card, indicating your name, address and office phone. Also, indicate your roommate preference if you have one; you will be registered in a double room. Mail the card to ALLEN E. SEGRIST, Department of Education, Purdue University, West Lafayette. Phone 749-2278.

COUNSELOR EDUCATION WORKSHOP

ON CAREER DEVELOPMENT PROGRAMMING

. . . . . .

September 19-21, 1976

Ramada Inn Greenwood

Project funded through...
Indiana State Board of Vocational and Technical Education
G05-75-00042-IN-V-4

. . . . . .

WORKSHOP CONSULTANTS AND STAFF...

Ms. Irene Bandy, Consultant, Guidance, Counseling and Testing
...Ohio Department of Education

Ms. Esteline Bradley, Coordinator of Student Services
...Central 9 Area Vocational School

Dr. Paula Carter, Executive Officer
...Indiana State Advisory Council for Vocational Education

Ms. Juliet Miller, Lecturer
...Manpower Leadership Training University of Michigan
...Consultant, American Institute for Research

Ms. Kim Powers, Vocational Guidance Consultant
...Indiana Department of Public Instruction

Mr. Robert Ray, Assistant Director
...Central 9 Area Vocational School

Dr. Allen Segrist, Project Director
...Assistant Professor of Education Purdue University

. . . . . .

SUNDAY September 19

3:00 Coming Together
Pooling Time
6:00 Mixing Time

7:00 Dinner

8:00 JULIET MILLER - Counselor Competencies in Career Development

. . . . . .

MONDAY September 20

8:30 JULIET MILLER - Working on Competencies

11:30 Lunching on your own

12:30 Touring CENTRAL 9 with ESTELINE BRADLEY and BOB RAY

2:30 Pulling It Together

3:00 PAULA CARTER - The State of the State of Vocational Education

4:30 Breaking Time

7:00 Dinner

8:00 IRENE BANDY - Programming for Career Development

. . . . . .

TUESDAY September 21

8:30 IRENE BANDY - Working on Career Development Curriculum

Sharing Time
Writing Time
Contracting Time
Hands-On Working Time

12:00 Luncheon

1:00 KIM POWERS - Putting It Together
Evaluating

2:00 Closing

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MODEL FOR CAREER GUIDANCE PROGRAMMING

...utilized in project for in-service education for school counselors feeding to vocational education opportunities.

Project funded by Indiana State Board of Vocational and Technical Education, September 1, 1975 to September 30, 1976, and directed by Dr. Allen E. Segrist, Purdue University.

The development of this model for career guidance programming reflects the need of counselors in the small school setting as well as the large city school system to define the objectives, program goals, needs of the school and community and the competencies necessary to facilitate total life career development. Counselors in individual settings and as part of guidance staffs are often unprepared to define and describe the parameters of their functions. They are often distracted by day-to-day minutiae of their schedules and do not sense the overall scheme into which their efforts fit.

This model was developed by utilizing several sources, integrating these, adapting present needs and future possibilities to the components of the sources and, finally, by making specific application to the school setting and the practice of the individual school counselor. Specifications of program elements have been cited to reflect relevance to students' making choices for vocational education opportunities.

Sources utilized include the following:

1. American Institute for Research. Developing Comprehensive Career Guidance Programs.

2. Anita M. Mitchell. "Emerging Career Guidance Competencies," The Personnel and Guidance Journal, 1975, 53, 700-703.

3. State of Indiana Department of Public Instruction. The Administrative Handbook. Revision Project (Section 1.0 - Pupils/ Students). Correspondence from H.H. Negley, State Superintendent, too all school superintendents, May 7, 1976.

Career guidance competencies from source #2 have been correlated with revision elements of source #3. These then are functionally programmed in the process system of source #1.

School counselors involved in the project collaborated in small groups to develop details under each heading. The model can be generally incorporated and adapted to several settings and refined with specific information peculiar to an individual setting. The model provides an umbrella structure under which school counselors can fit their regularly scheduled activities and determine further what elements are missing or need further elaboration.

An overview of the career guidance competencies is followed by further delineation of these. The process system demonstrates the sequential steps of comprehensive career guidance programming.

OVERVIEW OF CAREER GUIDANCE COMPETENCIES

1. Career Counseling Competencies
   - individual
   - group

2. Program Planning Competencies
   - career development theory
   - cognitive theory
   - personality theory
   - decision theory
   - occupational knowledge
   - curriculum development
   - organizational intervention
   - planning, structuring, implementing and evaluating skills

3. Implementation Strategies
   - career resource center
     multi-media approaches
   - curricular infusion
   - peer counseling
     role models
     cross-age teaching
   - work study
     exploratory work
     hands-on work
   - selection
     placement
   - staff development
     local in-service

4. Consultation Competencies
   - other staff members
   - representative resources

5. Linkage Competencies
   - referral
   - follow-through
   - follow-up

6. Evaluation Competencies
   - describing
     valuing
   - process
     product

1. CAREER COUNSELING COMPETENCIES - Individual

School counselors need to develop their competencies which help students relate educational and occupational decisions to life roles and total life style. Techniques for assessment, values for work and leisure and goal setting in individual counseling need to be developed.

DPI - Guidance and counseling services "shall be concerned with the individual's development as reflected in behavioral patterns and shall seek to work with the student in developing potentials. The goal...is to assist the individual to accept responsibility for his own decisions and to develop an ability for self-assessment and self-direction." "Counselors shall provide all students with the opportunity to participate in individual...counseling related to educational, career and/or personal-social concerns."

Activities

1. Schedule individual conference
2. Provide printed information immediately available
3. Provide information from personal knowledge
4. Provide information from other resources, such as filmstrips, print, human resources, etc.
5. Provide for testing and interest measurement if indicated
6. Give feedback and discuss results of vocational assessment
7. Review and evaluate on-the-job observation and participation
8. Actual job placement or work-study
9. Selection of vocational education course
10. ...

1. CAREER COUNSELING COMPETENCIES - Group

School counselors need to develop their competencies which help students deal with career planning, life style and personal-social development through the group setting. Particular techniques include values clarification, assertion training and choice awareness.

DPI - "Counselors shall provide all students with the opportunity to participate in...group counseling related to educational, career and/or personal-social concerns."

Activities

1. Classroom teachers now use a week to relate their subject matter to career education
2. Survey students' employment status and discuss
3. Survey students' employment needs and discuss
4. Offer a mini-class such as "life style development," "choice awareness," etc.
5. Structured career education program for each teacher
6. Use resource persons from the community for interviewing experience
7. Use audio-visual department to introduce world of work in our own community
8. ...

2. PROGRAM PLANNING COMPETENCIES
- Career Development Theory
- Cognitive Theory
- Personality Theory
- Decision Theory
- Occupational Knowledge
- Curriculum Development
- Organizational Development
- Planning, Structuring, Implementing and Evaluating Skills

School counselors have typically been prepared in their pre-service training with the several elements cited above. New developments in theory, knowledge and skills require the continual upgrading of these program planning competencies. Professional development through association participation, workshops and in-service education is a necessary commitment.

DPI - "Appraisal. There shall exist an organized appraisal program which provides for the adequate testing or compilation of information relating to the educational, personal, social and career development of students."
"Career Development. There shall be a sequential program for the career development of students."
"A written...program plan shall be developed....Each plan shall be reviewed annually and reflect program revision and/or redirection. Further, each plan shall be developed cooperatively by administrators, teachers, Pupil Personnel Services specialists, students, and the educational community at large, and information relating to this plan shall be disseminated to all consumers of these services."

3. IMPLEMENTATION STRATEGIES - Career Resources Center
- Multi-media Approaches

The expansion of information and the media for their dissemination are reasons for school counselors knowing more about these resources. Whatever a computer package or information device can do that a counselor is accustomed to doing releases the counselor to perform more significant work.

DPI - "Information. The guidance staff shall organize and provide current educational, vocational, personal-social and environmental information and assist students and others in its use."

Activities

1. Media center with staff, materials include filmstrips, movies, pamphlets. Vocational education programs utilize these materials
2. Materials distributed in library, I.C.E. co-ordinator's office, AV department and guidance office-- these include career file, Occupational Outlook, filmstrips, tapes, and available free movies.
3. Designate staff responsibility for career resources and media
4. Inform students about availability of materials and methods for using them
5. Inform administrators and teaching staff through inservice program
6. Draw from community and other sources for free and inexpensive materials; e.g., Professional Groups, State Department, service clubs
7. Set up programs to take place in Career Resource Center; e.g., speakers, demonstrations in various occupations, etc.
8. ...

3. IMPLEMENTATION STRATEGIES - Curricular Infusion

The current emphasis on career education affirms the worth of relevant work world information and experience in traditional classroom activities. Counselors should welcome this emphasis and encourage staff acceptance.

Activities

1. Separate units on vocations by subject departments
2. CETA Career Program - Juniors
3. Phase elective course for juniors on careers
4. Co-op programs, COE, DECA & ICE
5. Vocational training courses - certificate
6. Opportunity to take vocational education courses at area center or in comprehensive high school
7. Value exploration, self-awareness, career exploration and exploration of the work environment infused in each department
8. Use of community resources as career experts, speakers, field trips or student reports in class work
9. Provide accurate information to vocational education students and prospective students regarding potential careers and training programs
10. Units should be student-centered rather than teacher-centered
11. Materials should not express racial, sexual, religious or socioeconomic bias
12. Demonstrate how academic skills, such as reading, have practical, work-related applications
13. ...

3. IMPLEMENTATION STRATEGIES - Peer Counseling
- Role Models
- Cross-age Teaching

School counselors need to extend their effectiveness by generating the potential of students themselves to serve as helpers to each other. The energy and transfer of enthusiasm in these strategies is very infectious.

Activities

1. Peer counseling
   a. Small group sessions utilizing peer counseling - students as leaders
   b. Reporting career projects and presenting them to other student groups
   c. Training students in choice awareness, decision-making skills, assertion training and human relations skills
   d. Trained students then relate these to peer group
2. Role-models
   a. Counselors using definite skills in their counseling which exemplify active listening skills, "I" messages and conflict resolution skills which allow the student to make choices, explore alternatives, and make decisions
   b. Students share their experiences in life planning and decision-making, thus demonstrating to their peers the commonality of the human experience
3. Cross-age teaching
   a. Students volunteer to work with individual elementary students who need tutoring or a relationship with an older student
   b. Parents of students come in to tell about their particular jobs
   c. Building trades students work with elementary students in a classroom building project

3. IMPLEMENTATION STRATEGIES - Work-study
- Hands-on Work
- Exploratory Work

The relevance of world of work experience to show the importance and values of education should not be denied or ignored by counselors. Some students need the combination of rewards from work, both tangible and intangible, to affirm more purpose in school work.

Activities

1. Interdisciplinary cooperative education for juniors and seniors
2. Special status for seniors - work release program
3. Industrial arts, business education and home economics classes are "hands-on" work experience
4. Junior Achievement program
5. Explorer Scouts program
6. Take-over day - students take over jobs of adults
7. Summer program - 7th graders explore work in high school shops
8. Explore work experience as soon as possible in school career
9. Community - Industry cooperative program in which students may work part time for credit
10. School-sponsored exploratory work programs with community career persons
11. Hands-on work activities to promote community and home involvement
12. ...

3. IMPLEMENTATION STRATEGIES - Selection
- Placement

School counselors are regularly involved through students' decision-making process in planning for admission to vocational classes. Selection responsibilities are often necessary and should be procedurally sound. Placement has had a traditional identity in guidance programming but has been incidentally performed until recently; it should be integral.

DPI - "A comprehensive placement...program, related to education and employment, shall be implemented and maintained on a continuous basis for all students."

Activities

1. Inform and encourage prospective students about vocational education
2. Make selections of best-qualified applicants for particular courses based on mutually-determined criteria
3. Coordinate job opening possibilities with application and hiring procedures; work with vocational coordinators and other instructors
4. Report through follow-up of students' placement and degree of satisfaction with employment
5. Encourage more self-responsibility in making selection of vocational courses
6. Develop information about needs and qualifications of students interested in vocational courses
7. Coordinate placement outcome with decision-making process to increase likelihood of job placement in area of vocational preparation
8. Expand possibilities for placement in positions related to specific vocational preparation
9. Utilize follow-up data to expand program offerings of the vocational school
10. ...

3. IMPLEMENTATION STRATEGIES - Staff Development
- Local In-Service

A commitment to growth and development of career guidance includes facilitating the understanding and acceptance of the program by professional colleagues. Staff development and in-service education must be effectively provided.

DPI - "Communication. The guidance staff shall interpret their services and disseminate this information, via publications and other media, to the staff..." "This...shall also include...a description of an effective communication system with teachers and administrators."

Activities

1. In-service workshops before opening of school and during the school year
2. Pilot programs for demonstration purposes
3. In-service training to simulate career guidance program for faculty
4. Regular involvement with administrators to maintain understanding
5. Career day program planned by students and staff
6. Approved participation in professional skills workshops
7. Build teams of teachers, administrators and counselors to develop programming activities
8. Generate effective personnel feedback system which is specific, honest and helpful
9. ...

4. CONSULTATION COMPETENCIES - Other Staff Members
- Representative Resources

Consulting with others is a process similar to effective counseling. It employs communication skills and human relations effectiveness in dealing with concerns of others as well as developing resources from professional and community personnel.

DPI - "Consultation. There shall be provisions for counselor consultation services available to administrators, teachers, parents, and other pupil personnel specialists concerning the growth, development and needs of children."

Activities

1. Contact with other pupil personnel specialists should be regularly maintained as referral sources
2. Administrative contact should be maintained to develop new program goals and directions as well as to evaluate current progress
3. Involvement with staff will help those students who need all the help they can get
4. Development of substantial contact in personal form with significant members of social agencies, community services and business and industry personnel will provide valuable aid on short notice
5. Develop directory of resource personnel willing to be interviewed by students
6. Develop contact with helping agencies for ready referral
7. ...

5. LINKAGE COMPETENCIES - Referral
   - Follow-through
   - Follow-up

These guidance services require regular program effort to keep them from being incidental only. To refer is not the counselor's failure but is the recognition of reasonable limitations. Follow-through sees that it happens and follow-up determines the effectiveness of it.

DPI - "Follow-up. A comprehensive...follow-up program, related to education and employment, shall be implemented and maintained on a continuous basis for all students."

Activities

1. Referral
   a. Personnel specialists, including school nurse, school social worker, speech and hearing therapist, school psychologist-psychometrist
   b. Community mental health center
   c. On-the-job visitation
   d. Public relations with community
   e. Information to elementary and middle schools
   f. More input to curriculum planning for new courses and revisions
2. Follow-through
   a. Feedback information to teachers and counselors
   b. Home interviews
   c. Half-way house for run-aways
   d. Center for job placement
   e. Greater utilization of parental experience and insights of the world of work
   f. List of guest speakers and community members to interview
3. Follow-up
   a. Survey of graduating seniors: job placement, work situation, marital status, military services, college/technical school
   b. Drop outs: Where are they now? What are they doing? What do they report to be their satisfactions/dissatisfactions with schooling? etc.
   c. Involve more people - teachers, students, administrators - in follow-up activity
4. ...

COMPREHENSIVE CAREER GUIDANCE PROCESS SYSTEM

Based on the basic elements

1. Career Development Theory
2. Program Development Model

...these are the tasks to be developed----

3. Assessing Desired Outcomes
4. Assessing Current Status
5. Establishing Program Goals

...

6. Specifying Student Performance Objectives
7. Selecting Alternative Program Strategies

...

8. Specifying Process Objectives
9. Developing Program Staff
10. Trying Out Activities and Monitoring

...

11. Conducting Summative Evaluation
12. Communicating Evaluation Results

6. EVALUATION COMPETENCIES - Describing-Valuing
- Process-Product

The necessity to maintain continuing evaluation of career guidance programming gives the counselor on-the-spot information about the success of current efforts and facilitates making more responsive changes. So much can be gained by describing the circumstance without much reason to put values on it. Also counselors need to accept the fact that they are process specialists trying to work themselves out of their jobs.

DPI - "Research and Evaluation. Research and evaluation studies, which focus on the improvement of guidance services and the school environment, shall be conducted by members of the guidance staff."

Activities

1. Needs assessments - concrete and specific surveys should be conducted so that ambiguous hearsay is relegated to a low level
2. Vocational education is included in surveys above and should not be isolated or separated
3. Desk audit of job of counselor
4. In-house evaluation - self-study of goals and objectives
5. Evaluate the counseling and guidance area
   a. what should we be doing?
   b. what are we doing?
   c. what do others expect us to do?
   d. do students learn the guidance processes?
   e. do we make changes in our program?
6. "Describing" to all publics with honest public relations to teachers, administrators, school boards, students, etc.
7. ...

IN-SERVICE PROFESSIONAL DEVELOPMENT MODEL FOR SCHOOL COUNSELORS

PROCESS COMPONENTS

1. Participation Development and Self-Awareness

Who are You?
- a. Self-awareness and development
- b. Journal of project impressions
- c. Work experience and reactions
  - learn about each other
  - would students want to know about us?
  - more informal atmosphere

Attitude development
- a. Flexibility
- b. Relevancy
- c. Change and variety
- d. Openness to change
- e. Realistic
- f. Goals--specific or lifetime
- g. Potentiality
- h.

What was significant for you in choosing? Who were the significant others in your life? What did they provide?

Public relations--news release
Write a "story of a success."

2. Self-Awareness and Levels of competency

You are presently an expert resource; this is not a pooling of ignorance only.

Develop participation and involvement.

Letter to self defining commitment and contract for self-improvement.

Development of many inexpensive and introductory-level activities can be accomplished by brain-storming, sharing and other creative effort.

CONTENT COMPONENTS

1. Definition of Terms and Objectives

Comprehensive career guidance

Career Education

Vocational Education

Work and leisure--productive

Decision-indecision

2. Needs Determination

What suits you about being a counselor? What dissatisfies you about being a counselor?

What are the role expectations for your position?

What do students need? Do we know? How do we know? How do they decide?

Human potentiality and its encouragement

Committed vs. uncommitted students; energy vs. apathy

PROCESS COMPONENTS (continued)

Encouragement of participation in professional associations and other upgrading activities

3. Structuring

Brainstorm topic possibilities.

Prioritize topic possibilities.

Arrange calendar of activities.

Develop resource personnel, such as Career Resources Center and persons identified with particular programs or orientations.

Arrange field trips to area vocational schools.

Utilize Career Guidance Competencies Model.

CONTENT COMPONENTS (continued)

What are you going to be when you grow up?

3. Priorities Determination

What are needs--both individual and situational?

What are the most important to be dealt with?

Utilize topic selection and prioritizing device.

Utilize Needs Assessment System.

Topics selected in ranking order:
- Choice awareness
- Decision-making
- Vocational/technical options
- Group procedures
- Implementation means
- Needs assessment
- Peer counseling
- Assertive training
- Communicating results
- Consultation with community
- Determining program priorities
- Life style development
- Career planning
- Public relations
- Staff development

Career Guidance Compentencies
- Need for the model
- Elements to define the program

EXAMPLES OF STRUCTURED TOPICS, ACTIVITIES AND RESOURCE PERSONS

February 26, 1976 - First Quarterly Session of Two Counselor Groups, Indianapolis

1. Getting acquainted in guided conversations
   a. On a sheet of paper put name across the middle and tape it to your front. Choose a person new to you and to tell three important things about yourself.
   b. Add job title and school location. Then talk to another about three frustrations, disappointments or interferences about your situation.

EXAMPLES OF STRUCTURED TOPICS, ACTIVITIES AND RESOURCE PERSONS (continued)

c. Then choose another to tell three satisfactions and gratifications about your work role.
d. From entire group collect perceptions that have been shared.
e. Turn sheet of paper over and put five feeling words (adjectives) that describe present state. Choose a new partner and share these words. After a few minutes then respond to the question, How did I learn about work and career?

2. Role-play in quartets
   a. Sit silently and get into the sense of being fifteen years old. Talk in your foursome as you imagine students in your school would.
   b. In segments of a few minutes each, react to the following questions:
      1. What do you want to know about?
      2. What do you want to do?
      3. How do you decide things?
      4. What interferes for you in the effects of others or from your situation?
      5. What do I need to know to do this better?

3. After a break period, counselors responded to a questionnaire relating to professional concerns and then responded to the priorities for topics that they had determined.

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March 15, 1976 - IPS Orientation to Career Education Center, Tech High School

Tour, interview panel of students, talk with staff.

Develop problems in interesting students in vocational programs and other underlying attitudes.

Speak to solutions, such as bus trips to orient 10th graders, improvement of information, feedback from students, etc.

Develop administrative commitment to support for vocational education programming throughout IPS.

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April 8 and 22, 1976 - 4Co and IPS

Dr. Paula Carter, Executive Officer, State Advisory Council on Vocational Education.

Presentation of comprehensive structure of organization for Indiana's vocational education programming delivered with information, enthusiasm and assertiveness.

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April 27 and 30, 1976 - 4Co and IPS

Mr. Thomas D. Arner, Grinnell College, "Life Style Development"

EXAMPLES OF STRUCTURED TOPICS, ACTIVITIES AND RESOURCE PERSONS (continued)

Programmed approach to working with students in developing values clarification, choice awareness, developmental staging and life style process versus specific content choices.

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April 27, 1976 - 4Co

Dr. Robert Barkhaus, Director of Placement, IUPUI - Fort Wayne

Career Exploration and Planning - an outlined course utilizing multiple activities, experiography, self-description and vocational assessment procedures.

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May 13, 1976 - 4Co and IPS Second Quarterly Session

Dr. Richard C. Nelson, Purdue University

Choice Awareness - organized model for enhancing awareness that each is constantly making choices. His model is CREST/W - choosing, ruling enjoying, sorrowing, and thinking/working choices which can be either OK choices or OD - overdone.

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Summer, 1976, Hands-on Work Experience - 4Co and IPS

School counselors were placed or selected work stations in settings similar to positions their students would find. They received reimbursement from their employers and/or stipends provided by the project.

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PROCESS COMPONENTS (continued)

4. Evaluating

On-going process evaluation throughout the project activities.

Enrollment for academic credit.

Integrating hands-on work experience and applying to role as a counselor with students.

CONTENT COMPONENTS (continued)

4. Evaluation

Opinionnaires

Review and assessment

Follow-up of hands-on work experience

Self-reports

Ranking of concepts

Contracting

NEEDS ASSESSMENT SYSTEM

NEED

A — B

Current state — Desired state

Task	Current Standing			Desire to Develop		
	Excellent	OK	Poor	Great	Average	Little

Define in terms of outcomes to be achieved:

The ability to...

- understand...
- specify...
- perform...
- develop...
- state...
- adapt...
- use...
- review...
- produce...
- identify...
- classify...
- determine...
- write...
- modify...
- list...
- assign...
- create...
- outline...
- measure...
- propose...
- show...
- select...
- schedule...